



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 12311617
District: MSAD 37
School: Columbia Falls Elementary

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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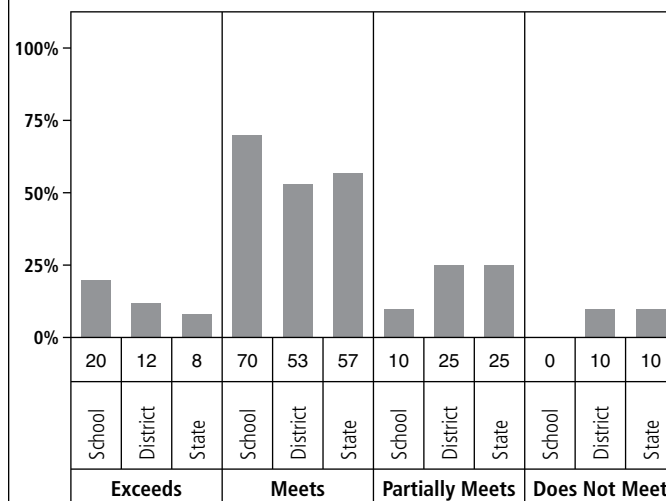
SUMMARY OF SCORES

Date: March 2007
Grade: 6
District: MSAD 37
School: Columbia Falls Elementary

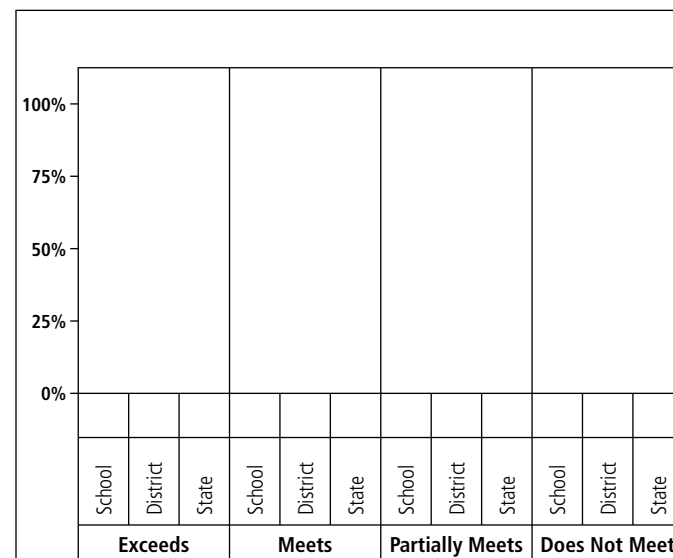
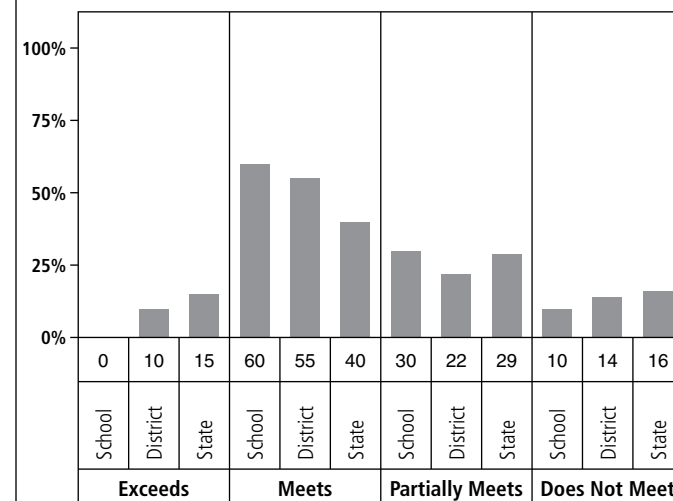
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	659 658 658	647 648 647	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	649 642 645	650 644 647	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: MSAD 37
 School: Columbia Falls Elementary

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		10	100	53	100	14621	100	10	100	53	100	14494	99	10	100	53	100	14498	99												
Ethnicity	African American	0	0	0	0	358	2	0	0	0	0	351	98	0	0	0	0	355	99												
	American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	105	99	0	0	0	0	106	100												
	Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	212	99	0	0	0	0	213	100												
	Hispanic	1	10	5	9	164	1	1	100	5	100	160	99	1	100	5	100	159	98												
	White	9	90	48	91	13776	94	9	100	48	100	13665	99	9	100	48	100	13664	99												
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33												
Identified disability		0	0	11	21	2570	18	0	0	11	100	2519	99	0	0	11	100	2521	99												
Current LEP		1	10	5	9	292	2	1	100	5	100	284	97	1	100	5	100	290	99												
Economically disadvantaged		5	50	35	66	5456	37	5	100	35	100	5389	99	5	100	35	100	5391	99												
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	9	90	35	66	11904	81	9	90	36	68	11926	82						
Identified disability (PET/IEP)	0	0	0	0	471	4	0	0	1	3	491	4						
LEP	0	0	1	3	159	1	0	0	1	3	165	1						
504 plan	0	0	0	0	162	1	0	0	0	0	164	1						
Participation with accommodations	1	10	16	30	2382	16	1	10	15	28	2380	16						
Identified disability (PET/IEP)	0	0	9	56	1855	78	0	0	8	53	1843	77						
LEP	1	100	4	25	110	5	1	100	4	27	120	5						
504 plan	0	0	0	0	58	2	0	0	0	0	56	2						
Other	0	0	3	19	389	16	0	0	3	20	390	16						
Participation through alternate assessment (PAAP)	0	0	2	4	198	1	0	0	2	4	192	1						
Identified disability (PET/IEP)	0	0	2	100	193	97	0	0	2	100	187	97						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0												
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0						
Non-participation – other	0	0	0	0	105	1	0	0	0	0	101	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: MSAD 37
School: Columbia Falls Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006 2006-2007 Cum. Avg.	2	29	4	7	1176	8
		2	20	6	12	1132	8
		2	22	5	9	1154	8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006 2006-2007 Cum. Avg.	5	71	39	64	7612	51
		7	70	27	53	8127	57
		6	67	33	58	7870	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006 2006-2007 Cum. Avg.	0	0	12	20	4080	27
		1	10	13	25	3549	25
		1	11	13	23	3815	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006 2006-2007 Cum. Avg.	0	0	6	10	2005	13
		0	0	5	10	1478	10
		0	0	6	11	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	41.6	74.3	35.1	62.7	33.8	60.4
Literary Text	28	50	19.8	70.7	16.2	57.9	16.0	57.1
Informational Text	28	50	21.8	77.9	18.9	67.5	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: MSAD 37
 School: Columbia Falls Elementary

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	10	2	20	7	70	1	10	0	0	658	51	12	53	25	10	648	14286	8	57	25	10	646
Ethnicity																						
African American	0										0						339	2	46	25	26	639
American Indian/Native Alaskan	0										0						104	4	42	30	24	640
Asian/Pacific Islander	0										0						208	9	54	26	11	647
Hispanic	1										5	0	40	20	40	639	159	6	50	26	18	643
White	9	2	22	7	78	0	0	0	0	661	46	13	54	26	7	649	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	0										9	0	44	44	11	641	2326	1	25	39	35	635
No	10	2	20	7	70	1	10	0	0	658	42	14	55	21	10	650	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	1										5	0	40	20	40	639	268	1	32	33	34	635
Economically disadvantaged																						
Yes	5	2	40	2	40	1	20	0	0	658	33	15	45	24	15	647	5269	3	46	33	17	641
No	5	0	0	5	100	0	0	0	0	658	18	6	67	28	0	650	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	10	2	20	7	70	1	10	0	0	658	51	12	53	25	10	648	14278	8	57	25	10	646
Gender																						
Female	8	2	25	5	63	1	13	0	0	658	29	10	66	17	7	650	6997	11	60	21	8	648
Male	2										22	14	36	36	14	646	7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										13	0	38	38	23	640	1187	3	35	42	20	639
No	10	2	20	7	70	1	10	0	0	658	38	16	58	21	5	651	13099	8	59	23	9	647
Gifted/talented program																						
Yes	0										0						489	35	61	4	0	659
No	10	2	20	7	70	1	10	0	0	658	51	12	53	25	10	648	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: MSAD 37
School: Columbia Falls Elementary

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	0										6	33	0	33	33	643	5	4	40	30	26	639
B. less than one hour	50	0	0	4	80	1	20	0	0	652	44	9	59	23	9	648	60	8	58	24	10	646
C. one to two hours	30	1	33	2	67	0	0	0	0	665	40	10	50	35	5	649	32	9	59	25	7	647
D. more than two hours	20	1	50	1	50	0	0	0	0	664	10	20	60	0	20	650	3	6	47	28	19	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	60	2	33	4	67	0	0	0	0	662	43	19	62	14	5	652	39	11	62	21	6	648
B. They match some of what I have learned.	40	0	0	3	75	1	25	0	0	653	47	4	52	35	9	646	49	7	57	27	9	646
C. They match just a little of what I have learned.	0										10	20	20	40	20	643	9	5	42	31	21	641
D. There is no match.	0										0						3	2	29	30	39	634
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	1	33	2	67	0	0	0	0	663	20	30	60	0	10	657	27	16	63	14	7	651
B. good	50	0	0	4	80	1	20	0	0	653	65	6	53	31	9	646	55	6	60	26	9	646
C. fair	20	1	50	1	50	0	0	0	0	664	14	14	43	43	0	648	16	1	43	37	18	640
D. poor	0										0						2	1	24	46	30	635
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	2	100	0	0	0	0	657	8	0	100	0	0	654	14	6	48	26	20	642
B. about the same as my regular schoolwork	80	2	25	5	63	1	13	0	0	659	71	9	54	31	6	648	65	8	59	25	8	647
C. easier than my regular schoolwork	0										20	30	30	20	20	649	21	9	58	24	9	646
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	1	100	0	0	0	0	0	0	670	10	20	0	40	40	640	7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	60	1	17	4	67	1	17	0	0	657	60	3	66	28	3	648	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	30	0	0	3	100	0	0	0	0	657	29	29	43	21	7	653	44	12	64	18	6	649
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	70	2	29	5	71	0	0	0	0	662	59	17	55	24	3	651	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	30	0	0	2	67	1	33	0	0	650	39	5	53	26	16	645	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	0										2	0	0	100	0	636	3	3	39	33	26	639
How much time do you spend reading at home each day?																						
A. more than one hour	40	1	25	3	75	0	0	0	0	662	27	31	69	0	0	658	18	12	61	19	8	649
B. 20 minutes to an hour	40	1	25	2	50	1	25	0	0	655	24	17	42	33	8	648	51	9	60	23	7	647
C. less than 20 minutes	10	0	0	1	100	0	0	0	0	656	35	0	53	35	12	644	13	5	53	28	14	644
D. I rarely read at home.	10	0	0	1	100	0	0	0	0	658	14	0	43	43	14	642	18	2	47	34	17	641
Optional school/district question																						
A.	0										50	0	100	0	0	648						
B.	0										50	0	0	100	0	636						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: MSAD 37
School: Columbia Falls Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	0	0	8	13	1463	10
	2006-2007	0	0	5	10	2092	15
	Cum. Avg.	0	0	7	12	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	7	100	42	69	5914	40
	2006-2007	6	60	28	55	5731	40
	Cum. Avg.	7	70	35	61	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	0	0	9	15	4494	30
	2006-2007	3	30	11	22	4175	29
	Cum. Avg.	2	20	10	18	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	0	0	2	3	3014	20
	2006-2007	1	10	7	14	2308	16
	Cum. Avg.	1	10	5	9	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	8.4	46.7	7.9	43.9	8.3	46.1
Cluster 2: Shape and Size	14	25	5.4	38.6	6.9	49.3	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	5.5	68.8	5.8	72.5	5.6	70.0
Cluster 4: Patterns	16	29	11.2	70.0	11.2	70.0	10.8	67.5

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: MSAD 37
 School: Columbia Falls Elementary

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	10	0	0	6	60	3	30	1	10	642	51	10	55	22	14	644	14306	15	40	29	16	643
Ethnicity																						
African American	0										0						350	4	29	32	35	633
American Indian/Native Alaskan	0										0						105	7	22	37	34	634
Asian/Pacific Islander	0										0						211	24	37	27	12	648
Hispanic	1										5	40	20	20	20	649	158	11	36	30	23	640
White	9	0	0	6	67	3	33	0	0	645	46	7	59	22	13	643	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	0										9	0	56	22	22	637	2334	3	18	32	47	628
No	10	0	0	6	60	3	30	1	10	642	42	12	55	21	12	645	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	1										5	40	20	20	20	649	275	5	24	29	41	631
Economically disadvantaged																						
Yes	5	0	0	2	40	2	40	1	20	638	33	15	42	24	18	642	5282	7	32	36	26	637
No	5	0	0	4	80	1	20	0	0	646	18	0	78	17	6	647	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	10	0	0	6	60	3	30	1	10	642	51	10	55	22	14	644	14298	15	40	29	16	643
Gender																						
Female	8	0	0	4	50	3	38	1	13	642	29	7	55	28	10	645	7004	14	41	30	15	644
Male	2										22	14	55	14	18	642	7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										13	0	31	31	38	630	1196	3	24	43	30	634
No	10	0	0	6	60	3	30	1	10	642	38	13	63	18	5	649	13110	16	42	28	15	644
Gifted/talented program																						
Yes	0										0						489	59	37	4	1	664
No	10	0	0	6	60	3	30	1	10	642	51	10	55	22	14	644	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 6
 District: MSAD 37
 School: Columbia Falls Elementary

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										6	33	0	0	67	630	5	11	29	25	35	635
B. less than one hour	50	0	0	2	40	2	40	1	20	638	44	9	64	18	9	648	60	15	41	29	15	644
C. one to two hours	30	0	0	2	67	1	33	0	0	645	40	10	50	30	10	643	32	15	41	30	13	644
D. more than two hours	20	0	0	2	100	0	0	0	0	649	10	0	60	20	20	636	3	12	34	31	23	639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	0	0	3	75	1	25	0	0	648	47	17	61	13	9	649	47	19	44	26	11	647
B. They match some of what I have learned.	60	0	0	3	50	2	33	1	17	639	47	4	52	30	13	642	42	12	39	32	17	642
C. They match just a little of what I have learned.	0										6	0	33	0	67	621	9	7	27	36	30	635
D. There is no match.	0										0						2	5	14	24	57	625
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	10	0	0	1	100	0	0	0	0	646	19	22	78	0	0	654	28	31	45	16	8	652
B. good	80	0	0	5	63	2	25	1	13	643	65	10	55	23	13	645	50	11	44	31	14	643
C. fair	10	0	0	0	0	1	100	0	0	632	15	0	43	43	14	634	19	3	28	43	27	635
D. poor	0										2	0	0	0	100	602	3	2	16	41	41	629
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	0	0	1	33	2	67	0	0	637	27	8	46	31	15	640	23	7	35	34	25	638
B. about the same as my regular schoolwork	70	0	0	5	71	1	14	1	14	645	67	9	63	16	13	646	62	14	43	30	14	644
C. easier than my regular schoolwork	0										6	33	33	33	0	650	15	30	40	21	10	651
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	80	0	0	5	63	3	38	0	0	645	58	18	54	21	7	648	47	13	40	31	17	643
B. I tried about the same as I do on my regular schoolwork.	20	0	0	1	50	0	0	1	50	631	42	0	60	20	20	639	49	17	41	28	14	645
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	13	30	27	30	638
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	0	0	0	0	0	0	1	100	616	8	0	50	0	50	631	16	11	34	34	22	640
B. two or three days a week	20	0	0	2	100	0	0	0	0	656	24	0	92	0	8	650	35	14	41	29	15	644
C. two or three times each month	70	0	0	4	57	3	43	0	0	642	51	16	52	24	8	646	38	16	43	28	13	645
D. never	0										16	13	13	50	25	635	12	15	36	29	20	642
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	0										12	0	67	17	17	642	11	15	36	30	19	642
B. Calculators are used once or twice a week.	10	0	0	0	0	0	0	1	100	616	49	13	67	4	17	646	40	15	42	28	15	644
C. Calculators are used once or twice a month.	0										4	0	0	100	0	636	25	15	40	30	14	644
D. Calculators are rarely or never used.	90	0	0	6	67	3	33	0	0	645	35	12	41	35	12	642	24	13	40	30	18	642
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										10	0	60	40	0	648	7	10	30	28	32	636
B. 30–45 minutes	20	0	0	1	50	0	0	1	50	630	44	14	57	19	10	646	37	12	39	32	17	642
C. 45–60 minutes	50	0	0	4	80	1	20	0	0	650	38	11	61	11	17	645	42	17	43	27	12	646
D. more than 60 minutes	30	0	0	1	33	2	67	0	0	638	8	0	25	50	25	629	14	17	40	28	14	645
Optional school/district question																						
A.	0										50	0	100	0	0	650						
B.	0										50	0	100	0	0	648						
C.	0										0											
D.	0										0											